Teaching Knowledge Test

For questions **31-40**, match the circled mistakes in the student composition with the types of mistake listed **A**, **B**, **C** or **D**.

Mark the correct letter (**A**, **B**, **C** or **D**) on your answer sheet.

You need to use some options more than once.

Student composition

31 People like (to live in specail places.) They prefer to design

32 (there own house,) not live in an old house. I always think

33 (about design my own house) in the future.

34 Every day (I have new idea.) I don't know which idea I

35 should (use, one of my ideas) is a house on the beach.

36 First of all, I would like the house (to be long way) from

37 the city. I also (want it being big) and strong. That way

38 I can relax (and to have fun.) Secondly, the design of the living room is very important. I want a big screen

39 TV (with an exellent sound system.)

40 (Rest of the house will) be empty for future plans.

Types of mistake

A articles

B spelling

C punctuation

D verb forms

LIVEWORKSHEETS

For questions **41-46**, match the classroom management problems a teacher is experiencing while doing group project work with the solutions listed **A-G**.

Mark the correct letter (**A-G**) on your answer sheet.

There is one extra option which you do not need to use.

LIVEWORKSHEETS

Classroom management problems

41	Weaker students are relying on stronger students and not participating.
42	Students are copying directly from the internet and books.
43	Some groups are not working quickly enough.
44	Some students are relying on the teacher to correct work as they are doing it.
45	Some groups are spending all their time on the content of their text and are not thinking about how it looks.
46	Some students appear uninterested in the subject of their project.

Classroom management solutions

A	Make sure that all students have a clear role within the group.
B	Remind students that marks will be given for paragraphing and layout.
C	Tell students that they are responsible for the process of checking and editing language.
D	Allow students to choose their own topic.
E	Teach students some useful exponents of classroom language.
F	Explain to students the importance of trying to use their own words in their writing.
G	Set time limits and deadlines for completing stages of the project.

For questions **47-56**, match what the teacher knows with the types of teaching knowledge listed **A-E**.

Mark the correct letter (**A-E**) on your answer sheet.

You need to use some options more than once.

Types of teaching knowledge

A	linguistic
B	pedagogical
C	psychological
D	cross-cultural
E	technological

LIVEWORKSHEETS

What the teacher knows

47 the importance of respecting differences between people from all national and racial groups

48 theories of how memory works

49 the importance to language learners of feeling confident and independent

50 all areas of the target language

51 how multi-media resources work

52 how to use a variety of techniques, strategies and tasks as teaching tools

53 the fact that motivation is a factor in learning

54 a range of methodologies and types of instruction

55 the communicative value of style and register

56 the fact that regular revision must be built into lessons by the teacher

For questions **57-64**, match the features of interaction patterns with the ways teachers interact with students listed **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

Ways teachers interact with students

A	teaching from the front of the class
B	teaching by moving around the classroom
C	both A and B

Features of interaction patterns

57 This makes the teacher the focus of attention for everyone.

58 This allows the teacher to maintain eye contact with all the students.

59 This can improve rapport with the class.

60 This allows the teacher to monitor the quality of individual students' work.

61 This is more appropriate for introducing language.

62 This helps the teacher to maintain discipline.

63 This allows the teacher to check whether individual students are paying attention.

64 This can give shy students the confidence to ask questions.

LIVEWORKSHEETS

For questions **65-70**, look at the situations in which a teacher needs to correct students and at the possible correction strategies.

Two of the correction strategies are appropriate in each situation. One of the correction strategies is **NOT** appropriate.

Mark the correction strategy (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

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65 When you are conducting an individual drill of a new structure, one student finds the pronunciation very difficult.

A Without saying it again yourself, ask the student to keep repeating it.
B Model it for the student and suggest he practises at home.
C Ask another student to say it and then ask the first student to try again.

66 You hear one student using target language incorrectly during a controlled practice pairwork activity, while other students are using the language appropriately.

A Prompt the student to correct the language herself.
B Repeat the language correctly for the student to say after you.
C Stop the activity and explain the point again to the class.

67 During a role-play a student makes a mistake but his partner understands what he means.

A Interrupt the role-play and make sure the student corrects the mistake.
B Ignore the mistake; the pair have used a lot of good language too.
C Make a note of the mistake to give to the student later.

68 During an open-pair demonstration of an activity, a student stops because she cannot remember a key word which has been covered in a recent class.

A Ask if anyone in the class can supply the word.
B Write the word on the board and say it out loud.
C Tell the student that it is not important and to carry on.

69 The first piece of writing from a new student is full of basic mistakes.

A Focus on two important areas and correct only those mistakes for the student.
B Say that it is disappointing to see so many mistakes, and ask the student to re-do it.
C Underline the most serious mistakes and ask the student to rewrite it for homework.

70 Students in a large, intermediate class are writing a short dialogue to practise telephone language, but many of them are making the same mistakes.

A Walk round the class monitoring, and correcting each pair's dialogue.
B Stop the class and clarify the language areas they are having problems with.
C Look at the common mistakes with the class at the end of the activity and ask them to correct their dialogues.

LIVEWORKSHEETS

For questions **71-80**, match the learner comments on feedback with the types of feedback on oral work listed **A-E**.

Mark the correct letter (**A-E**) on your answer sheet.

You need to use some options more than once.

Types of feedback on oral work

A	peer feedback
B	giving a grade
C	echo-correction
D	using facial expressions
E	praise

Learner comments on feedback

71 At first it seemed strange when the teacher repeated my mistake. But now I think it's a great way to help me put it right myself.

72 I know immediately when I've made a mistake – I only have to look at my teacher!

73 Sometimes you learn as much from other students' comments as from the teacher's.

74 It's nice to be told you've done the task well. It makes you feel more positive towards the teacher.

75 I need to know what my level is, so that I can improve on it another time.

76 As it might be us getting the comments next time, we're usually careful to say positive things about each other's work.

77 The teacher tries to say nice things about everybody's language, but you can see it's quite difficult with some students!

78 I started to say *persons*, not *people* but when I saw the teacher's reaction, I quickly corrected myself.

79 My parents want to check whether I'm making progress or not, so I need to show them something to prove that I'm doing well.

80 The teacher's voice goes up a bit when he says it, almost like a question, and I always know what he means.

LIVEWORKSHEETS